

Integrated Leadership Course Class 2

Key Question #5 Section

Leader's Goals for Students

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCORE by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.



Key Question Five

Establishing a culture of RTI²

Goals For All Students

As a leader ,what goals do we have for our students? What is the ALL that I want for each student?

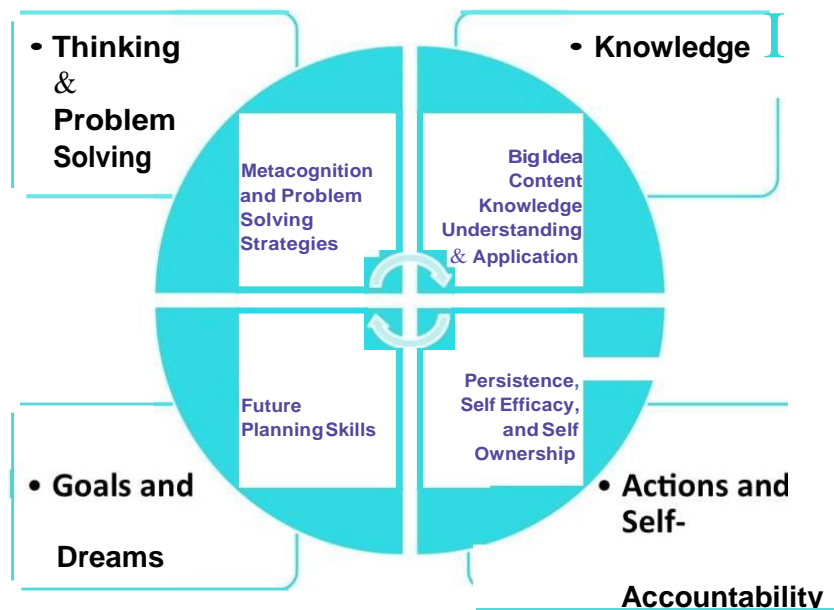
- In this activity, take a moment to identify goals for ALL STUDENTS and what action steps as a leader you will use to ensure ALL STUDENTS achieve these goals.

Identify Goals for All Students

Actions Steps to Ensure All Students meet Goals



How do we meet these goals?



"All Means All" and RTI²

Saturday, January 2, 2016 1:51 PM

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How does "All Means All" translate into RTI²?

- The belief that all students will grow and achieve with different levels of scaffolding. As educators, we have to find the right "in-class" and "out-of-class" supports.
- All students receive scaffolded supports specific to their needs during RTI² including remediation, intervention, and enrichment.
- We use a problem solving model to determine student needs, prioritize student needs so that students achieve our college and career readiness goals (graduation and career success).



Shifts in the Purpose of RTI

Elementary Level

- Screening and Prevention
- Early Intervention
- Disability Determination

Middle School Level

- Bridge skill building needs with prioritized needs
- Build capacity of students to access rigorous curriculum
- Provide target interventions to help students recover from gaps

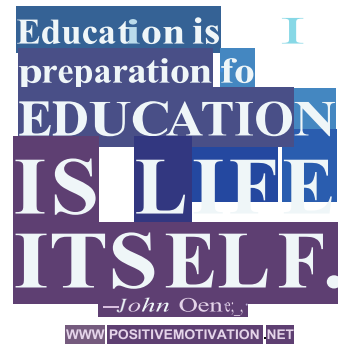
High School Level

- Build capacity of students to access rigorous curriculum
- Intervention to support students at-risk of dropping out of school
- Continuous School Improvement: better teaching and learning through an integrated system



What impacts RTI² Implementation?

1. LEADERSHIP
2. CULTURE AND COLLABORATION
3. INTERVENTION TO ENSURE SUCCESS



All Means All = RTI²

**We have talked about scaffolding in class,
but sometimes that is not enough to give all
to ALL students.**

- How do we stretch our advanced learners and their interests to prepare them for college and career readiness?
- How can we ensure that students have adequate time and remediation to learn the content of our challenging standards?
- How do we support our students who struggle in all course work because of skill barriers?

II

What do we do if our students are not learning?

RTI² - Focuses on individual goals for ALL STUDENTS through **Enrichment, Remediation, and Intervention**

- **ENRICHMENT**

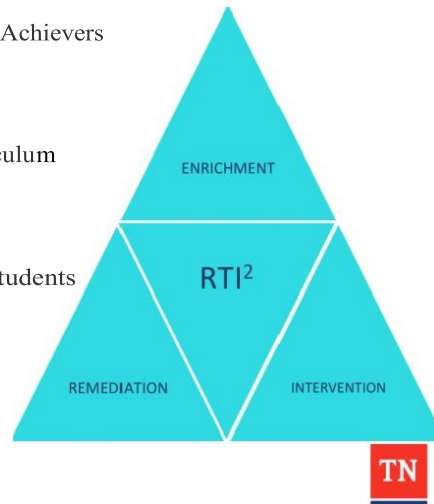
- Opportunities to Stretch Learning for High Achievers
- CTE & AP Courses

- **REMEDATION**

- Ongoing Practice to Access Rigorous Curriculum
- ACT Prep

- **INTERVENTION**

- Identify and Strengthen Skill Deficits for Students
- Support At-Risk Students
- Reduce HS Dropouts



What is occurring in your building/district?

- What amount of your students are below grade level? Why are they struggling?
- What amount of your students are on grade level? What supports are in place if they begin to struggle?
- What amount of your students are performing above grade level? How do you challenge these students to attain their highest potential?



Secondary RTI² Success Stories

Saturday, January 2, 2016 1:52 PM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

Digging Deeper

- In our next activity you will read three case studies from High Schools who have implemented RTI².
- In your digital materials, you have a digital note catcher to capture your observations from the four schools.
- After you complete your observations, share your observations with your table and prepare to share out.



Click [here](#) to access the Case Studies. They also appear in the Resources Area.

Elizabethton Case Study One (Medium-size Municipal High School)

Demographics

Elizabethton High School serves about 850 students in a city with 13,000 residents. Elizabethton High School is part of a city school district that sits in the rural Carter County in northeast Tennessee. Though the county is rural, Elizabethton is also part of a tri-cities metropolitan area of 432,000 people near the border of Virginia and North Carolina. The student population includes four ethnic subgroups and about 330 economically disadvantaged students. The school also serves 100 students who receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 75 percent proficient and advanced. Math achievement rates have been approximately 70 percent in Algebra I and 50 percent in Algebra II. ACT composites have had an upward trend 20.9 (2014), 20.5 (2013), and 20.3 (2012). ELA scores have had similar results over the past three years: 20.8 (2012), 20.9 (2013/2014), and math scores have shown an upward trend: 18.8 (2012), 19.6 (2013), and 20.2 (2014). Elizabethton High School graduation rates have increased over the past three years: 96.6 (2014), 93.9 (2013), and 95.5 (2012).

Elizabethton High School has an emphasis on literacy programming and supporting their economically disadvantaged students.

History of High School RTI² Implementation

Elizabethton High School began looking at implementing RTI² in 2010-2011. The high school principal and the special education supervisor began having brainstorming discussions as they saw positive impacts in the elementary schools. During 2011-12, the staff created an intervention period for all students. The school offered skill-based intervention as well as other remediation courses and elective offerings during this intervention period. The original plan focused on having teachers follow students during all four years of school. This structure quickly caused conflict between an advisory focus and an intervention focus. During their first

year, Elizabethton High School also experienced teachers who didn't understand the purpose or value of intervention, and students who didn't have any accountability for the intervention period. These impacts resulted in attendance and behavior problems that caused apathy from teachers and frustration from administration. While the school used AIMSweb to identify students in need of intervention, students' schedules also did not change because of AIMSweb results. Parents and students could opt out of intervention supports. At the end of the first school year, Elizabethton High School saw growth in some students who had a strong intervention teacher, but the team determined that the other elements of their RTI² program needed some revision.

At this time, the principal attended the National Association of Secondary School Principals (NASSP) Conference and learned about several national structures for high school RTI² implementation. From this experience, he determined that he wanted to create a modified block rather than a true intervention period. This modified block would be a 45-minute skinny block for the following school year. A new assistant principal was hired during this school year, and part of her role became to oversee "all things RTI²."

The 2012-13 school year featured the new RTI² dedicated skinny block. This skinny block provided yearlong credit-bearing courses, advanced enrichment options, and intervention courses. The skinny block occurred after lunch because the high school found that this time of day had the highest attendance rates. After lunch became an "all hands on deck" time, and all teachers were teaching during this time. This schedule also allowed Tier I, Tier II and special education interventions to occur at the same time. During the planning for the yearlong skinny block, the new assistant principal sat down with every teacher in the building. Because of the lethargy in the past year, she wanted to ensure that every teacher bought into the RTI² process. At each teacher meeting, the teacher was given the opportunity to identify what they wanted to teach during the skinny period. Some teachers chose to teach Spanish or Chemistry and a few chose to continue their advanced enrichment opportunities. Others bought into intervention and taught reading or math interventions. To create the 45 minute skinny block, time had to be taken away from core subjects, and this schedule has been tweaked each year to improve efficiency.

Intervention Course Design

Elizabethton's intervention practices have also evolved over time. During the last school year, Elizabethton High School decided that if they were going to make interventions a priority, then they must adhere to the screening results. If students did not meet the national percentile

cut scores, they were removed from their regular skinny block coursework and placed into a skill-based intervention. Parents were made aware of this decision well in advance of school year starting. Several announcements occurred through digital, print, and in-person communications. Despite this effort to communicate, the new "no opt out" policy caused initial frustrations from parents and students. However, this decision improved the culture of intervention. Students and teachers took the intervention process more seriously, and rates of improvement showed better quality. The 2014-15 schedule also aligned planning periods around content areas, and teachers started having dedicated time to discuss student areas of need. This strategy helped RTI² discussion and preparation. Finally, the high school gave an additional RTI² period to one English language arts teacher and one math teacher. While both teachers were offered an additional period, the math lead teacher chose not to accept the additional period. For the 2015-16 school year, both teachers plan on taking the extra RTI² planning period. These teachers became the RTI² lead teachers for reading and math. In their role, they were responsible for managing data files, creating course outlines and organizing high-quality resources for other intervention teachers. The lead teachers provided cohesive and consistent support for teachers and management for student records that the assistant principal could not manage in past years. One of the sample course outlines is included on page 31. These teachers provided a cohesive structure to the intervention structure.

Over the past several years, the high school assistant principal had intermittent discussions with the elementary RTI² coaches. Most of the conversations have been in regards to transferring records, screening data and intervention files. However, for the 2015-16 year, the district will re-purpose curriculum coaches so that each building (including the high school) has a curriculum coach to oversee RTI². During the 2015-16 school year, the curriculum coach will oversee the work of the interventions that had been occurring with the assistant principal and lead teachers. The district curriculum coaches will also meet regularly and facilitate stronger development and sharing of intervention practices across all of the schools in the district.

Data Team Practices

The data team has also evolved over time as the building culture and capacity for RTI² practices has evolved. At the onset of RTI², the building principal played a strong role in developing the RTI² data team. Over time, the assistant principal became responsible for RTI², and she led data team work. Additional administrative support fluctuated over time in these meetings, but the consistency of the assistant principal responsible for RTI² has been a key factor for the continuity and effectiveness of data meetings. In the future, the RTI² coach will likely run data team meetings and involve the assistant principal when necessary. The current RTI² data team includes: guidance counselors, English language arts teacher (Lead RTI² teacher),

math teacher (Lead RTI² teacher), and the assistant principal. The data team also uses strict norms and protocols to ensure that meetings are focused and efficient, yet also student centered. (See the guidelines and norms for this data team on page 10).

The data team meets after each screener is given. All students are universally screened three times a year, and the high school plans to continue this process for the 2015-16 school year. The data team uses the screener information to place students in an RTI² course or to remove a student from an intervention course. The team discusses each student's placement and determines causes for scores and what other appropriate supports may be necessary.

In the beginning of data meetings, student decisions were made solely based on screening scores and judgement decisions of the team. Now, the team pulls the permanent record of each student prior to the meeting and makes copies of the student's four-year plan and the student's testing information. They also pull student information reports from Skyward, the student's economically disadvantaged status (a focus area for the school) and if the student also belongs to an ethnic subgroup. Some students can be eliminated before the students are placed on the data team meeting based on exclusionary criteria. The data team uses these multiple data sources to make appropriate decisions about what academic and nonacademic supports should be included. For example, a student may need additional supports because he is economically-disadvantaged and needs additional academic supports or may need other wrap around services. The lead math and English language arts teachers also speak with the core teachers and gain course performance information and share these notes during the data team meetings. Finally, the four year plan is shared by the guidance counselor, and this plan provides crucial context on balancing graduation requirements with intervention courses. This year, the team also decided to include previous testing information, and this information was extremely valuable to determine trends and depths of skill deficiencies. Students receiving special education students are also eliminated from data discussions. These students receive data meetings and support decisions through the special education schedule and special education team structures.

Data Focus Areas

Elizabethton continues to rely on teacher knowledge and teacher-created resources. Any extra resources and funds have been earmarked for intervention resources but the teachers continue to need additional support in intensive reading and math intervention training, free or inexpensive resource selection, and streamlining intervention pathways for students. Elizabethton High School hopes that a dedicated RTI² intervention coach will help to develop this skill depth and coordinate resources as well as connect with elementary RTI² coaches to continue to refine intervention practices at the high school.

Stewart County High School (Medium-size Rural High School)

Demographics

Stewart County High School serves 655 students in a county with 13,400 residents. This county is rural and situated in north-central Tennessee just west of Clarksville. The student population has limited diversity with 93.6 percent falling in the white ethnic subgroup, and the high school population includes 44 percent economically disadvantaged students. Thirteen percent of their student with receiving special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 82 percent in English I and 72 percent in English II. Math achievement rates have grown over three years to approximately 85 percent in Algebra II and 63 percent in Algebra I. ACT composites have shown growth over the past four years: 18.7 (2012), 19.5 (2013), 19.5 (2014) and 19.8 (2015). ACT English language arts scores have had growth to a current score of steady growth from 17.3 to 19.2 over the past four years. ACT math scores have shown an upward trend as well: 18.7 (2012), 19.4 (2013), 19.4 (2014) and 20 (2015). Stewart County High School graduation rates have increased overall in the past three years: 96% (2014), 98% (2013), and 93.3% (2012).

History of High School RTI² Implementation

The district began implementation of RTI² practices in 2012-2013 school year, and focused on elementary schools in the first year. The high school began planning for RTI² in the spring of 2014. The first priority for the high school principal and instructional supervisor was to create a daily time for high school RTI² practices. The high school principal created a skinny period in a traditional trimester schedule. They had to take a few minutes from each of the class blocks to create this skinny period time. During the 2014-2015 school year, the skinny period occurred before lunch every day and incorporated tiered interventions, remediation and enrichment options. The building made the determination to create Wednesday as a meeting day. During the Wednesday skinny block, students meet with their club or athletic advisors. Students in intervention continue to have intervention on Wednesdays. The skinny period

utilized an "all hands on deck" approach. All English language arts teachers taught intervention, and all math teachers taught interventions. Other teachers provided grade-level specific enrichment. For example, freshman received high school readiness skills such as note-taking and conflict resolutions, sophomores received drug awareness and study skills, juniors received ACT prep, and seniors received "life after high school" courses.

The principal had to reinforce with each staff member the importance of the skinny block and had to help staff understand how losing a few minutes would help all students in the long run. He also had to reinforce the expectation that all teachers would design their curriculum and ensure that it was effectively delivered during this skinny period. His efforts to reinforce these two concepts have been reinforced in several year-end outcomes. Stewart County High School received significant positive impact from their junior ACT score enrichment coursework. Their ACT scores in math, science, English and the composite went up significantly. The principal directly attributes the growth to the daily ACT focus with juniors. The high school also saw several positive impacts of the senior enrichment as well. They had high success with TN Promise applications, FAFSA completion and scholarship work. The principal has stated that he has to continue to reinforce enrichment expectations with his teachers to ensure that all teachers are providing strong wrap around supports for all students during this skinny block. This area will be a focus of his for the next school year.

Intervention Course Design

The high school administration selected one English language arts teacher and one math teacher as RTI² coaches. The district office earmarked funds to pay each teacher a stipend. These teachers had training in foundational skills and had backgrounds in working with at-risk students effectively. The English language arts teacher helped design the work for multiple levels of skill-focused classes. She utilized a great deal of the content from the state-wide reading course and the reading intervention course. She also worked closely with her CORE Office English language arts consultant to find effective resources for each of the intervention teachers. Each of the English language arts teachers assigned to teach intervention also completed the state-wide reading intervention course. The lowest interventions focused on phonics skills and used a great deal of interactive materials from Florida Center for Reading Research. This intervention served six students and mixed general education students with students who received special education services. Then, the next intervention level focused on fluency. This teacher used materials on cold reading and repeated readings to help student improve fluency speed. Students also worked on comprehension skills and phonics reinforcement during this intervention, but the focal area was improving fluency. This class used a great deal of fluency passages, basic comprehension questions, and interactive whiteboard phonics activities. The next several levels of intervention focused on varying levels of comprehension and fluency interventions. The teachers used a variety of resources to focus on

developing these skills including NewsELA and Readworks. These groups included twelve to fifteen students.

Math interventions are still being developed, but the students work on numeracy, calculations and application practice skills. This team is working to analyze easyCBM results to find appropriate re-teaching elements. The development of math interventions will be a focus area for the next year.

Data Team Practices

Stewart County High School's data team consisted of one assistant principal, the English language arts RTI² coach, and the math RTI² coach. Originally, Stewart County High School planned to focus solely on ninth grade, but after their first data team meeting, the high school team realized that they could incorporate ninth and tenth graders. They analyzed easyCBM universal screening data and realized students were not performing on grade level. Instead, both ninth and tenth graders students performed in the lowest percentiles. The universal screening data helped the team create the original intervention skill groups, and the team grouped students by their skill need instead of assigning them a specific tier. This structure allowed the team to mix students with learning disabilities to be mixed with general education students and focus on similar skill needs.

Then instead of labeling interventions by tiers, they have aligned student groups through the intensity of skill need and offer a variety of different skill-focused interventions that become more intensive with the student's identified skill need. They are still working to effectively use progress monitoring data to ensure that students are making progress within these skill groups; however, teachers have developed internal progress monitoring tools that help them adjust intervention content and pacing. This internal progress monitoring and adjustment is monitored by the RTI² coaches. The data team is working to develop ways to use their easyCBM tools to support analyzing students' rate of improvement and make more formal decisions about skill-group placement, movement between skills groups and exiting students to enrichment options. Their goal is to use the external progress monitoring data to reach best practice recommendations.

Continued Focal Areas

Stewart County High School is still working to refine their enrichment content. Teachers were given the freedom to design and determine appropriate student rotations. The principal

has stated he will increase his presence and messaging to help improve the quality of these experiences in every classroom.

Stewart County High School is also working to develop a wider range of math interventions that support specific skill areas in the same way that they have a range of interventions in reading.

Stewart County High School will continue to work on their progress monitoring work and refine these practices to facilitate student movement between skill groups.

Lavergne High School Case Study

Demographics

Lavergne High School serves 1,831 students in Rutherford County with 281,029 residents. This county is suburban and situated in middle Tennessee. The student population is diverse with 40 percent Caucasian, 33.4 percent African-American, 22.6 percent Hispanic, and 3.8 percent fall in the other category. The high school population includes 60.3 percent economically disadvantaged students. Ten percent of the students receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 76 percent in English I and 71 percent in English II. The math achievement rate for Algebra I has grown to 79.8 percent and Algebra II is 43.9 percent. ACT composites have been the following: 18.13 (2012), 17.6 (2013), and 18.3 (2014). ELA scores have had similar results over the past three years: 17.5 (2012), 17 (2013), 17.9 (2014), and math scores have the same trend: 17.6 (2012), 17.2 (2013), and 17.7 (2014). Lavergne High School has maintained a TVMIS Composite Score of a 5 for the last three academic years. Lavergne High School graduation rates have increased significantly in the past three years: 96% (2014), 91% (2013), and 89% (2012).

History of High School RTI² Implementation

The district began implementation of RTI² practices in 2013-2014 school year and focused on a pilot group of elementary and middle schools in the first year. The high school began planning for RTI² in the spring of 2014. The district chose three high schools to serve as pilot schools for the RTI² for the 2014-2015 school year. To support this implementation, each of the three high schools was given a teaching position for an English language arts interventionist. Each high school was given the autonomy to create a schedule that supported all levels of RTI² implementation. Lavergne High School and the other two high schools followed the district plan and focused only on freshman students and on reading interventions for the first year. Lavergne High School has an eight period day that allows some elective flexibility. They also run an extended lunch period that provides additional scheduling flexibility for interventions at every grade level.

First, the Lavergne High School principal focused on providing time for Tier II intervention. This intervention time was built into the school's master schedule during an extended lunch time for each grade level. Each grade level has a fifty minute lunch period. The schedule was developed in a way that allowed for students and their classroom teachers to be available for intervention for 25 minutes every day during students' allotted lunch time. The district chose to take a standards-based remediation focus to Tier II intervention. This remediation time met the needs for Tier II intervention students in all grade levels. Students also had the option of enrichment activities in the library or the gym, but most preferred the free social time in the cafeteria.

Next, the principal selected an interventionist for the Tier III students in ninth grade. This teacher was a former middle school English language arts teacher with experience in skill-based intervention and a strong desire to work with at-risk students. The interventionist then went

through the two-day, state-designed reading course and a series of trainings on how to teach skill-based instruction versus standards-based instruction. She used these experiences to design her intervention course. She was also provided weekly coaching support by a district RTI² coach. This district coaching support served as a fundamental component for success within the program.

The district office analyzed screening data using an early warning intervention template that included four academic indicators. This list was given to the high school. Laverne High School used the district list as a starting point for identifying students. They analyzed each student and the student situation to determine placement for students into intervention. The interventionist was given a group of approximately 50 students broken into five class periods at a variety of ability levels. Each class used the state-approved course codes. Each of these students had not acquired the necessary skills to move out of the Tier III intervention. The teacher used Aimsweb as a bi-weekly progress monitoring tool. Due to the structured progress monitoring, the teacher, student, parents, and administrators were able to keep track of the extensive amount of learning taking place, and the benefits of Tier III intervention were quickly obvious. The interventionist took some time in developing strategies to teach skill-based interventions, and the students struggled with the concept of focusing on skills. However, by the end of the school year, both the teacher and the students were experiencing tremendous amounts of success.

Intervention Course Design

In a RTI², Tier III classroom, students worked individually or in small groups on activities that allowed students to practice reading skills. All activities that students participated in were tiered to their individual level and focused in order to address specific areas of deficit. Students have been grouped together by detailed skill levels. The students were assessed in August and at the beginning of the second semester using: Aimsweb Oral Reading Fluency, Aimsweb Reading Comprehension Assessment (MAZE), the McLeod Reading Comprehension Assessment, and the Critchlow Verbal Language Assessment, the San Diego Quick Assessment, and the Phonics and Work Reading Survey from the LETRS program. Professional judgment and observations were also used when determining groups and deficit areas. Students were placed into groups once the assessments were completed. Students remained in these groups until December. Students' half year progress helped determine continued placement in the Tier III course. In January, students who showed significant growth were able to move groups. Students were given the assessments in May to determine their total growth over the year.

Students were placed into five groups: Group A, Group B, Group C, Group D, and Group E. Each group had a specific daily activity rotation based on the needs of the students within the groups. For example, if students in Group A needed to improve their reading comprehension, they were allotted four stations a week that focused on different reading comprehension strategies. Students in Group E needed to improve their phonemic awareness and were given approximately four phonics lessons a week. Students worked solely with their group so as to maximize deficit area improvement.

Group A was comprised of students who were reading at approximately an eighth grade level and were progress monitored for eighth grade reading comprehension with the Aimsweb MAZE prompts. Group B was comprised of students who were reading at approximately the late-seventh grade range and were progress monitored for eighth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group C was comprised of students who were reading at

approximately the late-sixth grade range and were progress monitored for seventh grade oral reading fluency with the Aimsweb Oral Reading prompts. Group D was comprised of students who were reading at approximately the late-fifth grade range and were progress monitored for fifth or sixth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group E was comprised of students who were reading at approximately the late-fourth grade range and were progress monitored for fourth or fifth grade oral reading fluency with the Aimsweb Oral Reading prompts. All students are progress monitored bi-weekly. On opposite weeks, all students completed an Aimsweb 6th grade MAZE assessment. Students kept track of their progress on graphs that were kept in their personal folders. These students worked weekly on reading comprehension, fluency, writing, phrasing, vocabulary, and phonics. These students also used the computer program Language! Live three to four times a week. The principal noted that during one unannounced observation, a student proudly shared his reading level and growth. He noted that the honest sharing and positive focus on growth is a tremendous step for the student and for the culture of the school.

After the first year of intervention, only seven students lacked significant skill improvement and were re-enrolled in the program during the 2015-2016 school year in order to ensure they have the opportunity to ensure foundational skill success. New LaVergne High School freshmen will be added to this group after screening data is analyzed. The high school will use the same data process from the preceding.

Freshman students also received a strategic reading course. This course was designed to help students build their Lexile levels. Because of the high at-risk population at Laverne High School, eighty percent of all students took this course. On average, students made a year's growth in a semester. Other students were enrolled into a rotating enrichment elective series. Because students have an eight-period day, Laverne High School had great deal of flexibility with course offerings.

During the 2015-16 school year, Laverne High School will add a high school math interventionist. This math interventionist also was added from the middle school and has a background in skill-based math interventions.

Data Team Practices

During the pilot year of implementation, the purpose of the data team was to monitor the progress of the Tier III intervention class. This data was monitored to determine the impact of RTI² on high school students. The data team included the intervention teacher, an assistant principal, and the district office RTI² coach. The team spent a great amount of time progress monitoring the students, determining their skill level, and adjusting their intervention groups accordingly. This close monitoring process allowed for each individual student's skill-based deficits to be addressed as often as possible. The high school reading interventionist also shared this data and anecdotal evidence during weekly Professional Learning Community (PLC) meetings with the English I teachers. This sharing helped ensure that the high school English teachers were connected to the progress made with RTI² and the interventionist could check on her students' performance in their English courses.

At the end of each semester, the intervention teacher met with one of the assistant principals and the district RTI² coach. In this meeting, the team analyzed the progress made by each individual intervention student and determine the student needed to stay in the intervention and the group, move groups, or be exited from intervention. These decisions were all made with

the data provided through progress monitoring. At the end of the first semester, students' schedules were rearranged allowing them to be placed in the appropriate intervention classes. At the end of the second semester, the teacher, administrator, and district RTI² coach used the data to determine whether or not the student would continue in the class during the next academic school year. This decision also put the student on the intervention focus course pathway. So each decision was weighed heavily on the student's need to begin a CTE course pathway. All students exited would have the opportunity to have a CTE focus.

In addition to closely monitoring the progress of each individual student in Tier III intervention, content-area PLC teams determined students' needs for remediation-focused Tier II support. Due to standards-based grading policies, the classroom teachers were able to determine what standards their students were not mastering. This data provided the groupings for Tier II intervention. (This intervention occurred daily during the extended lunch period as discussed earlier). In the first iteration, students would go meet with any math teacher or any English teacher during the extended lunch. This year, this period was dedicated for all teachers, and all teachers are available. Students meet with their assigned English or Math teacher. They were held accountable for attending Tier II remediation periods by daily attendance procedures. If a student does not report, it was considered a skipped period. This structure has shown tremendous improvement in students' standards-based outcomes.

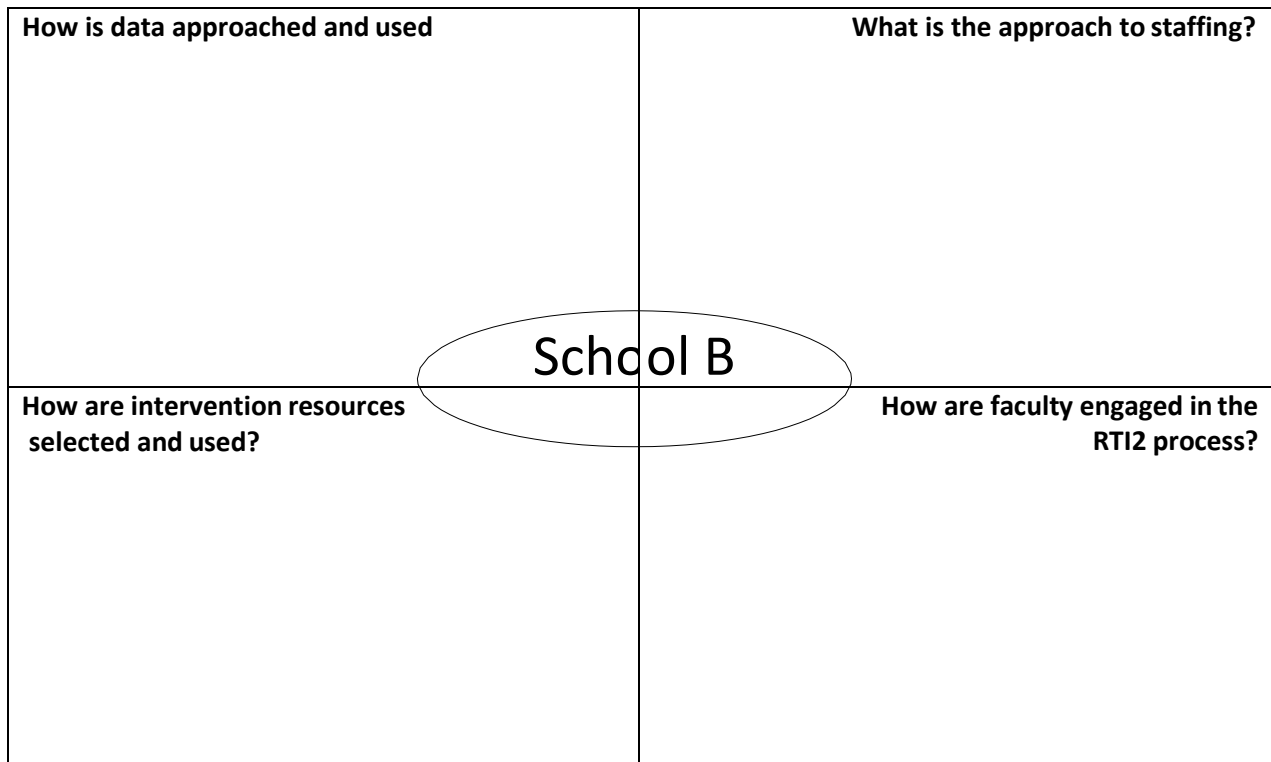
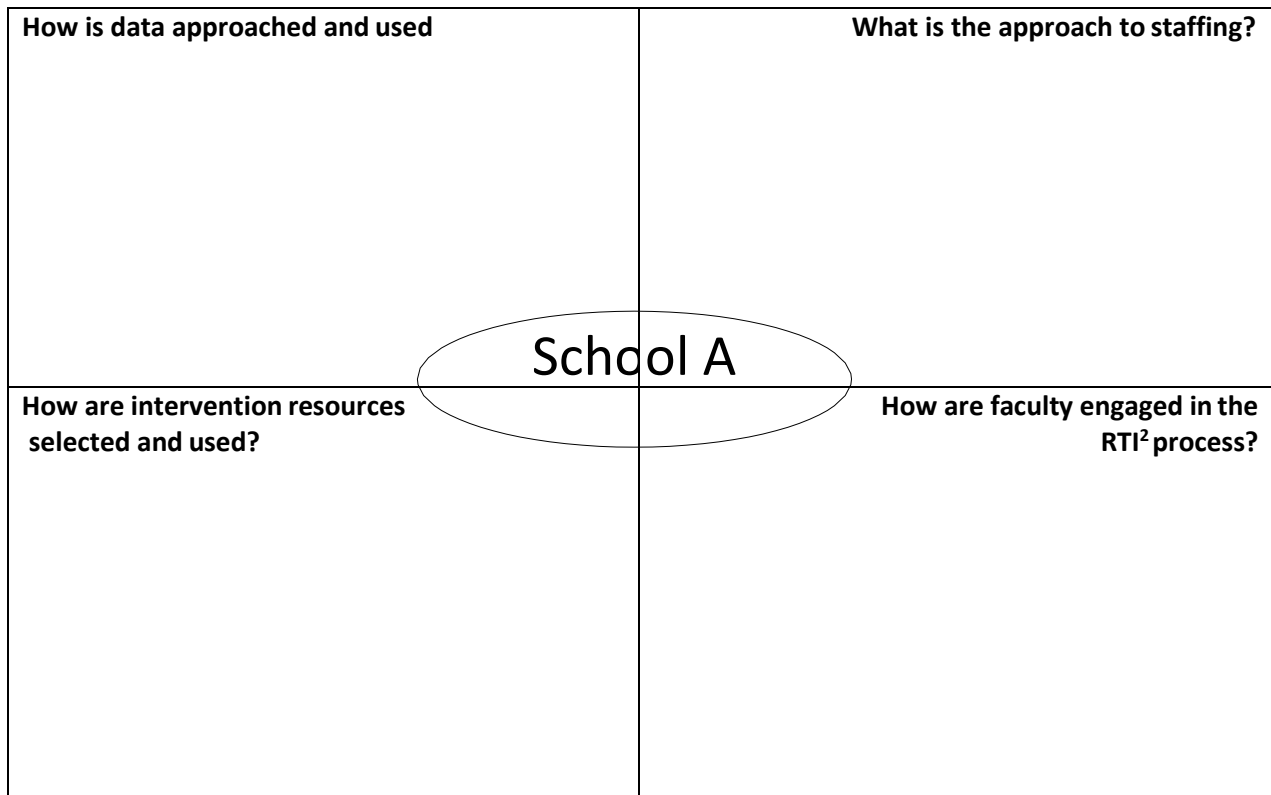
Continued Focal Areas

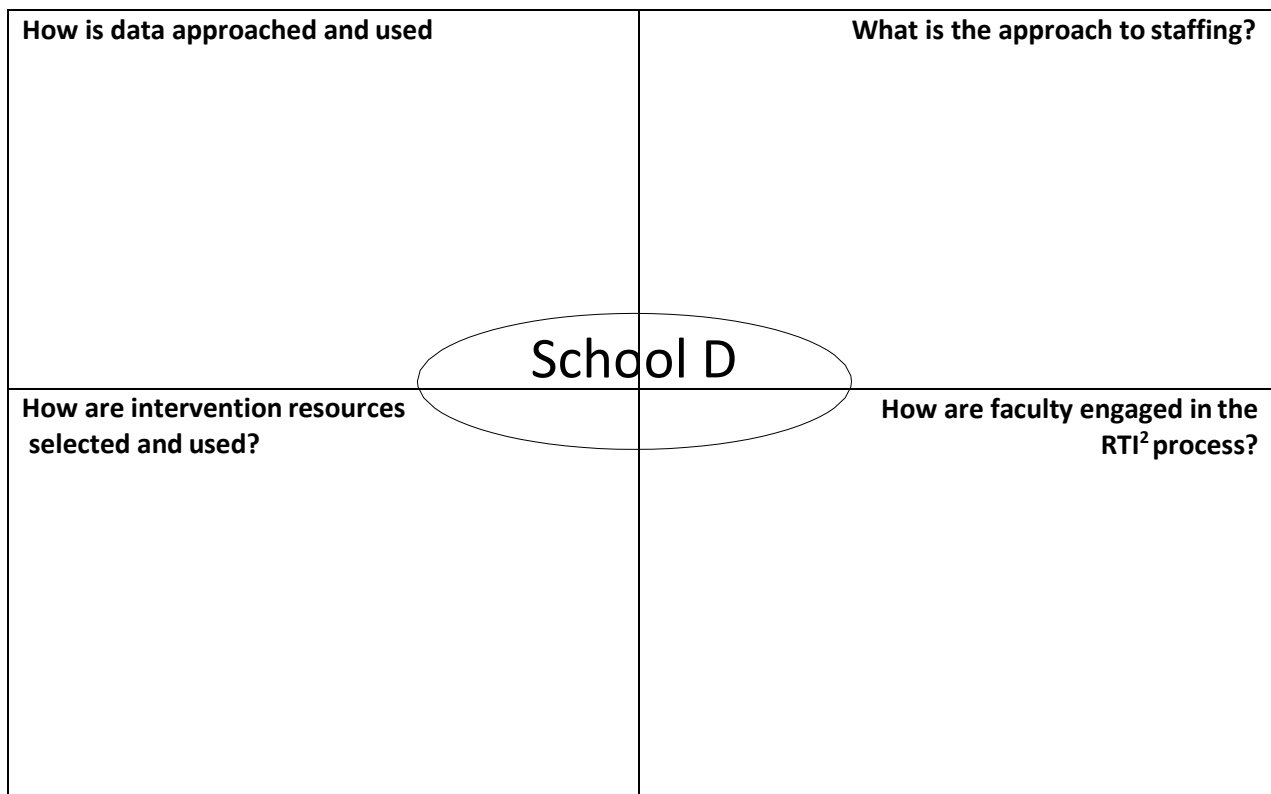
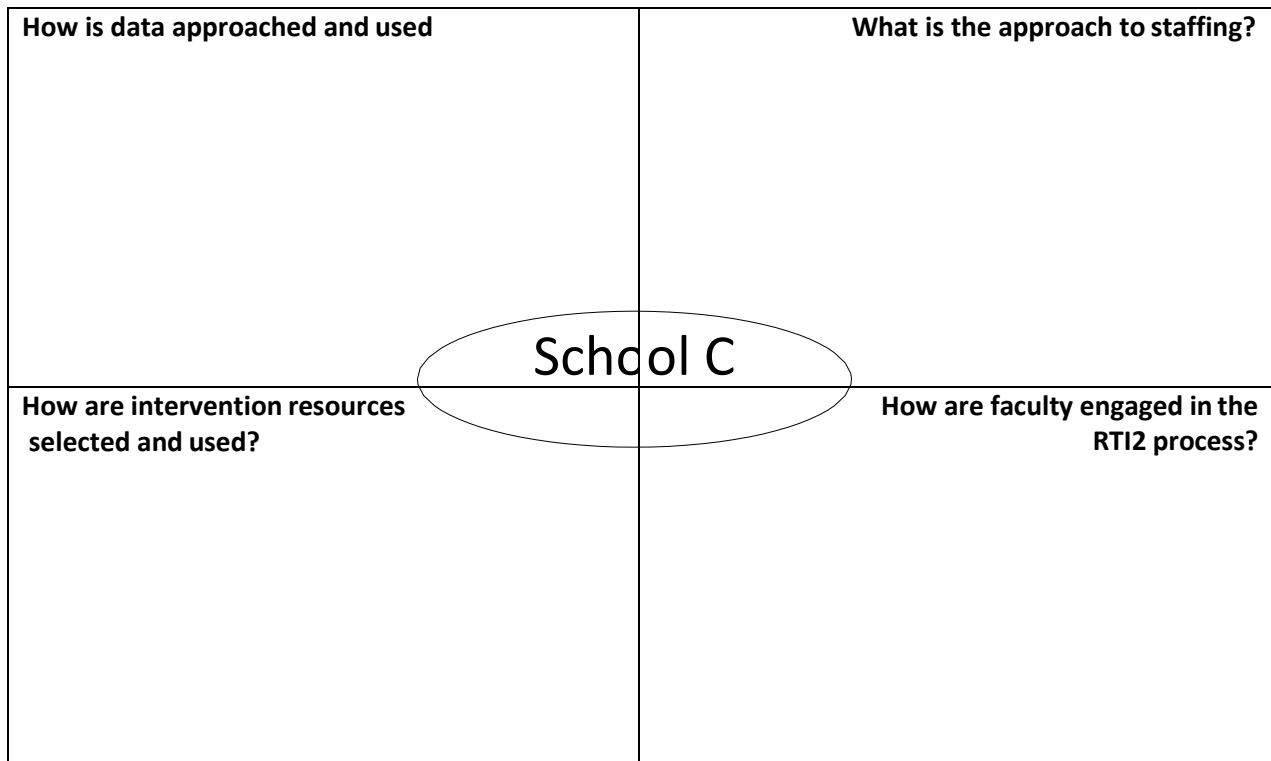
La Vergne High School plans to implement RTI² in both reading and math for the 2015-2016 school year. Utilizing the success experienced through the reading RTI² course, the math course will be designed in a similar method. Although achievement in both Algebra I and Algebra II increased during the 2014-2015 school year, the administration believes that the implementation of skill based instruction for struggling students in mathematics will increase proficiency.

Students do not have room in their schedule to take both reading and math intervention. Continued work around this dilemma will be a focus. The data team will also work to place students in the highest area of need. In addition, data team work will be fully developed through the 2015-16 school year. Through continued support and increased resources, all stakeholders are hopeful for an even greater amount of student growth and achievement during the upcoming school year.

Note: The principal noted how critical the district office guidance and coaching support was to the success of their first year with RTI². He explained that the central office really taught the high school team "how to do" skills-based intervention in a high school. They were concerned about taking on skills-based interventions with such an intense focus and such an ongoing need for standards-based achievement. With the continuous support from the district office in personnel support and coaching support, the high school felt successful in implementing RTI².

Overall, the principal is excited to reduce the struggles for his students and is thankful for the opportunity to reduce special education referrals.





Success Stories Debrief

Friday, January 22, 2016 2:12 PM

What did the school and district leadership do in your case study to support successful RTI²?

Elizabethton HS	Stewart County	LaVergne High HS

What did hear about school culture do in your case study to support successful RTI²?

Elizabethton HS	Stewart County	LaVergne High HS

What were the intervention structures in your study to support successful RTI²?

Elizabethton HS	Stewart County	LaVergne High HS

Take Aways and Reflection

Saturday, January 9, 2016 11:40 AM

What are three take aways that you want to do as a leader to continue to deepen your support for all students?

What were two things that you want to take back to your leadership team to discuss about your RTI programming?

What is one thing that you want to continue to build into your scaffolding to support all learners?

How Do Leaders Help Build the RTI Culture for ALL Students?

PLC RESPONSIBILITIES FOR TIER I

Ensure core classes meet/exceed CCSS/TN State Standards.

Identify Essential Standards for every course.

Use common formative assessments on selected Essential Standards.

Identify students for enrichment/remediation based on common formative assessments.

Provide differentiation at Tier I.

PLC RESPONSIBILITIES FOR RTI

Provide standards-based interventions for those not showing mastery on common formative assessments.

Provide enrichment for students showing mastery on common formative assessments.

There is no time/data minimums for students.

If scaffolds aren't enough, what are you going to do to provide support so the student can access Tier 1?

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Goal Setting

Goal Grade Level	Academic	Career/Postsecondary	Culture
9	85% of freshman pass all classes; 99% advance to grade 10	All freshmen have a "Study Skills" seminar 90% of 9 th graders complete a career development plan	Reduce absenteeism and increase homework completion through stronger organizational skills
10	Average ACT score ≥ 18	90% of 10 th graders take at least one practice ACT test	Students know why the ACT matters, students are comfortable with the ACT, students have a personal goal for the ACT
11	ACT composite scores increase ≥ 1.0 points	Increase percentage of juniors enrolled in an Early Postsecondary opportunity Increase percentage of juniors doing work-based learning	Students can articulate how Early Postsecondary Opportunities can enhance their college and career readiness; Students are comfortable on college campuses or doing college-level coursework
12	75% of seniors retake ACT	95% of students apply for the TN Promise and to at least one postsecondary institution 95% complete the FAFSA by March 1	Students and parents know the requirements for the TN Promise; all students who are eligible apply for the TN Promise and complete

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